

Psychological basis for teaching foreign students the Russian prosody

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Abstract

© 2018, Universidad del Zulia. All rights reserved. This article aims to connect activity-based teaching used to form mental activities and concepts with the process of teaching foreign students the Russian prosody. The article explains the gradual formation of mental activities as exemplified by the process of teaching the Russian prosody. The authors suggest dividing any activity into smaller operations that can be accomplished by students. Thus, they distinguish three types of orientation activity bases that simultaneously represent a process and its result. The article analyzes these three types of orientation activity bases. It describes the gradual model of mastering the above-mentioned activities. The article reveals the connection between the theory of the gradual formation of mental activities and the method used for teaching Russian as a foreign language by both a lecturer and a student. This theory was tested at Pushkin State Russian Language Institute while teaching foreign students the Russian prosody. As a result, the authors have demonstrated differences between the proposed method and the traditional one.

Keywords

Activity-based teaching method, Psychological base, Russian as a foreign language, Russian prosody, Teaching foreign students the Russian prosody

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